SCHOOL BETTERMENT STUDIES
VOLUME 2 NUMBER 1

WHAT PITTSBURGH HIGH SCHOOL SENIORS READ

HELP ORGANIZE THE CULTURAL WEALTH OF THE WORLD
TO MEET THE NEEDS OF THE CHILD
THROUGH THE SCHOOL

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"To develop pleasure in reading" is one of the aims in the teaching of literature given in the Pittsburgh HIGH SCHOOL COURSE OF STUDY IN ENGLISH.

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VOL. 2 No. 1

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by

Anne Campbell Rinehart

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HENRY C. FRICK
EDUCATIONAL COMMISSION
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FOREWORD

The Henry C. Frick Educational Commission has for several years been conducting carefully conditioned experiments in the introduction to Youth of the fundamental Ideals of Beauty, Truth, and Service. The results of these experiments were published in School Betterment Studies, Vol. 1, Nos. 1, 2, and 3, copies of which may be obtained by application to the Commission.

An effort was made to approach the problem, not from the standpoint of Old Age, but of Youth itself, in a sympathetic and an intelligent way. Lord Baden-Powell, in his recent and invaluable booklet on Scouting and The Youth Movement says: "The boy himself is the best evidence." So illuminating were the comments of the children themselves during these experiments that the wisdom of extending the study into other lines became manifest.

What are high school pupils reading? What do they like? What do they dislike? Why?

The only valid answer to these questions must come from the pupils themselves. Pittsburgh high school seniors were given an opportunity to express frankly and freely their reading likes and dislikes.

That the pupils were telling the truth was self-evident in this, as in the previous experiments. The replies were gratifying and deeply significant. The investigation was broad in its spread and carefully conditioned in its methods.

This STUDY, made for the Commission by a teacher of deep, broad culture, wide and successful school experience and sympathetic, open minded attitude presents first hand source data. The Commission takes pleasure in offering it as a contribution to the problem of BOOKS and their proper relation to the child through the school, the library, and the home.

The Commission believes that a good library is not a dead museum record of the past. It is rather a dynamic power house of impulse for the present and of potency for the future. In no single way can the cultured wealth of the past be made to serve the needs of the child better than through books. But in order to do this the books must be selected, and perhaps rewritten, so that they satisfy the prime emotions of the child and appeal to his latent, progressive ideals. These prime emotions and ideals must follow their natural, proper sequence in the child's life. These prime impulses and latent aspirations should be guided and controlled by the experience and wisdom of age.

HENRY C. FRICK EDUCATIONAL COMMISSION

WHAT PITTSBURGH HIGH SCHOOL SENIORS READ

LAST January just as the Mid-year 1929 graduates were about to leave the eleven high schools where they had been trained, a simple questionnaire was sent to them under the auspices of the Frick Educational Commission. This questionnaire asked these Seniors to do two things:

1. Name the books they had read and enjoyed since they had entered Senior High School.

2. Name the books they had read in this period that they had *not* enjoyed.

To safeguard the spontaneity of answers this notation was placed just below the space in which titles were to be written: "None of these answers will in any way affect your grades. These books need not be found in the Pittsburgh High School lists."

In June, 1929, a similar questionnaire was sent to the Seniors who were about to graduate from these same eleven Senior High Schools. The June questionnaire added to the two sentences

quoted above, a third statement: "Additional names of books may be given on the other side of this sheet of paper."

In January, 826 Seniors sent 8679 titles of books they had enjoyed and 2759 titles of books they had not found pleasure in. In June, a larger group of 1410 Seniors sent 27,788 favorable and 7102 unfavorable statements of book titles.

This STUDY is an analysis of the 46,328 titles submitted by the 2236 Seniors who completed their twelve years of public school education in Pittsburgh high schools in 1929. These titles have been classified and studied to try to secure accurate information on the following points:

(A) What books do average Pittsburgh high school graduates enjoy? What books do they dislike?

(B) Are there certain books which appeal only to the brilliant student? Are there others that only the pupil with low intelligence quotient will enjoy? Are there "boys'" books and "girls'" books?

(C) 1. Are school libraries and English teachers able to combat the easy entertainment offered by movies and radio?

2. In an age of outspoken discussion of moral problems are the reading tastes of our

Pittsburgh public school graduates being seriously affected?

(D) What reactions are pupils really getting from books selected for them by teachers and other educators who dictate what students shall read for study, for outside reading, and for supplementary reading?

(E) What results and what constructive possibilities does the study of this material suggest?

The tedious work of sorting out the 46,328 titles and tabulating the results, of securing I. Q. for the 2236 Seniors who filled out the questionnaire, and of comparing Reading Report Records kept by the schools to find out how much supplementary reading was included, has required ten months of hard work. The information secured seems to justify the time spent on the STUDY because for the first time in Pittsburgh there is a comprehensive statement *from pupils* as to how much pleasure in reading was developed during their public school education.

The 1929 Pittsburgh high school graduates were an excellent average group of pupils who secured their education in the most chaotic period of American political and educational history. These boys and girls entered first grade in 1916. Their elementary education was secured while war held first place in everybody's interest. While most of the 1929 graduates were

too young to help with the immense amounts of Red Cross and volunteer work that the Pittsburgh public schools did, these children had frequent change of teachers, half day sessions and crowded classes to decrease the efficiency of their training. As these pupils reached the seventh grade many of them were among the first pupils to enter junior high schools which were being established under the 6-6 plan just then begun in Pittsburgh. Others of these 1929 graduates attended school under the old 8-4 plan. In addition these pupils who entered senior high schools in February or September 1926 were among those on whom the tentative (and later approved) Course of Study in English was tried. They were among the first pupils to have their English preparation divided into Literature and Composition semesters. Certainly it will be agreed that this Study is concerned with pupils whose educational background was not better than average.

In a second way this group was average. All Senior A pupils of 1929 were asked to give their opinions. In some of the eleven high schools the Report Room Teacher had charge when pupils filled in their likes and dislikes, in other schools English teachers gave out the questionnaires. In schools where complete Book Report Records are kept pupils were free to consult these records. Book Report books, books studied in the classroom, school and public library books,

and books from many other sources all appear in the tabulation. No attempt was made to influence selection—indeed in many schools the pupils had so little time for making their selections that that seems to have been the only thing that prevented twice as many titles from being entered. The fact that books studied in school and books used in book reports (and "checked" in this STUDY) appear, mixed in with other books not so worth while does much to show that the lists are honest—if anyone who has not worked with young people enough to know their innate honesty, might question the truth of results. The pupils, who had nothing to gain from not telling the truth, are so used to giving their views under modern educational methods that good books and some objectionable books appear side by side to confound accusers!

The last way in which the 1929 graduates were average was in intelligence. From ten of the eleven high schools it was possible to secure the I. Qs of about 90% of their pupils. From about 2000 of the 2236 pupils most I. Qs were found to be between 85 and 140. Only 48 were below 85 and 96 were between 140 and 165. This means that the greater group of the pupils who told their reading tastes had good mental ability but were not unusual. A cross section of the city in residence and in living conditions, these Seniors were also a cross section in intelligence.

READING LIKES AND DISLIKES

(A)

READING LIKES AND DISLIKES

As a basis for this STUDY the three tables which follow will show: I, the number of boys and girls in each of the eleven high schools who filled out questionnaires; II, the number of books listed by the pupils in these eleven schools as *Books Enjoyed;* III, the number listed as *Books not Enjoyed.* Numbers are substituted for the names of the high schools in order to focus attention throughout the STUDY upon the only question with which this survey is concerned—an analysis of Reading Tastes of the 1929 high school graduates.

TABLE I

Number of Pupils whose Records are Used.

School	*Boys*	*Girls*	*Total*
I	36	24	60
II	49	54	103
III	82	91	173
IV	142	135	277
V	71	54	125
VI	93	78	171
VII	101	121	222
VIII	215	213	428
IX	186	149	335
X	85	103	188
XI	86	68	154
Totals	1146	1090	2236

These numbers do not represent the total number of pupils who graduated from Pittsburgh Senior high schools in 1929—these numbers represent only the number of pupils who were in school the day the Reading Questionnaire for the Frick Educational Commission was filled out.

TABLE II

Number of Books reported as Enjoyed

School	*By Boys*	*By Girls*	*Total*
I	615	501	1116
II	695	1055	1750
III	1001	1154	2155
IV	1639	2007	3646
V	903	944	1847
VI	1416	1403	2819
VII	1165	1461	2626
VIII	5384	4267	9651
IX	2896	2432	5328
X	1208	2347	3555
XI	1197	777	1974
Totals	18119	18348	36467

It is interesting to note that although Table I shows that there are 56 more boys than girls whose records are used, yet the girls gave 229 more titles than the boys did—however, the numbers are so nearly even, both as to number of pupils and as to books enjoyed, that, in general, it might be considered a 50-50 division.

TABLE III

Number of Books Reported Not Enjoyed

School	*By Boys*	*By Girls*	*Total*
I	58	37	95
II	139	207	346
III	334	358	692
IV	567	544	1111
V	285	262	547
VI	453	347	800
VII	356	246	602
VIII	1275	1356	2631
IX	962	767	1729
X	346	487	833
XI	284	171	455
Totals	5059	4802	9861

The number of books listed as not enjoyed by boys shows 257 more titles than the girls' list. This makes the conclusion of the matter practically a tie, for the Grand Totals show an almost even number of titles received from boys and from girls.

TABLE IV

Grand Totals

Books	*By Boys*	*By Girls*	*Total*
Enjoyed	18119	18348	36467
Not Enjoyed	5059	4802	9861
Totals	23178	23150	46328

OUTSTANDING BOOKS

At Mid-year 29 books received special recommendation—1316 endorsements by boys and 1717 by girls giving a total of 3033 endorsements from 8679 endorsements given to all books at Mid-year. In June 29 books again found special favor through 6666 endorsements (Boys 3142, Girls 3524). In these two groups of 29 books each there were recommendations for 36 standard novels, 3 recent novels, 11 dramas, 4 non-fiction, and 5 works of verse. Twenty-five books are common to both Mid-year and June special endorsement so these twenty-five books became the most popular books of the survey. 911 of the 2236 pupils who filled out the questionnaire endorse the first book on the list and 195 liked the last book. The list of Outstanding Books is one that any group of readers might be proud to have recommended. The books in the order of their popularity are:

Tale of Two Cities
Macbeth
Silas Marner
Ivanhoe
Hamlet
Merchant of Venice
Henry Esmond
Lady of the Lake

Ben Hur
Treasure Island
David Copperfield
The Crisis
Oliver Twist
Julius Caesar
House of Seven Gables
The Virginian
Pride and Prejudice
Les Miserables
Jane Eyre
Ramona
She Stoops to Conquer
Wings
Bridge of San Luis Rey
We
Three Musketeers

POPULAR BOOKS

The second group of books received 11755 endorsements. There are 267 books in this list which are recommended by pupils from at least seven of the eleven senior high schools. The titles represent all types of literature and are with two exceptions (Strange Interlude and Bad Girl) books which any high school library might have. The leading books in this group are given in the order of pupils' preference:

Magnificent Ambersons
Abraham Lincoln—Drinkwater
Count of Monte Cristo
Last of the Mohicans
Little Minister
The Talisman
Call of the Wild
Mill on the Floss
Royal Road to Romance
Pilgrim's Progress
Kidnapped

MODERN FICTION

The group of books just discussed contained some books of popular recent fiction because these books were recommended by pupils from at least seven high schools. In order to find out how much recent fiction was claiming the attention of high school pupils in Pittsburgh the 36,467 favorable titles were checked to see what of the much advertised fiction was to be found. Boys recommended 497 titles of recent fiction and girls added 768 titles to make the total 1275 books. This means that about one pupil in two recommended one book of recent fiction. Leaders in this group are:

Bridge of San Luis Rey
Sorrel and Son

Dracula
Greene Murder Case
Show Boat
Red Rust
Death Comes for the Archbishop

Our 1929 Seniors showed more discrimination in their selection than most adults!

It is interesting to learn that even this limited interest in recent fiction is confined to four high schools for 65.77% of all recommendations are as follows:

Table V

Distribution of Recent Fiction

School	*By Boys*	*By Girls*	*Total*
VIII	168	176	344
IX	87	125	212
X	33	117	150
IV	30	82	112

It is likely that modern fiction is found on tables in the homes of pupils from these four schools—many of the books listed are those recommended by the various Book Guilds and Clubs.

CHARLES DICKENS

Even more surprising than the limited interest in recent fiction is the popularity of Charles Dickens. Sixteen novels of Dickens are enjoyed.

Boys give 916 recommendations and girls increase the total to 1939 by adding 1023 votes for Dickens! First choice of all divisions of the STUDY is

TALE OF TWO CITIES

Other popular books of Dickens in the order of choice are:

DAVID COPPERFIELD
OLIVER TWIST
OLD CURIOSITY SHOP
NICHOLAS NICKLEBY

Human nature doesn't change much!

LESS POPULAR FICTION AND NON-FICTION

Less popular books, 994 in number, are mostly standard fiction and non-fiction endorsed by a few pupils in several of the eleven high schools. These titles total 4796, divided into 2337 recommendations by boys and 2459 by girls. There seems to be only individual interest in these books and also in 294 books that are endorsed by pupils from only one school. In this same class are found 2791 books each recommended by just one pupil. Since all these books seem to have no influence upon the results of the STUDY, they were just recorded to give them a place in the survey and no further use was made of their titles.

NON-FICTION

Boys are more interested in books of history and biography than are girls. Among non-fiction books, essays and biographies of women alone seem to satisfy girls' tastes. The STUDY has 4211 non-fiction books listed and 2412 of the endorsements are made by boys. Among the ten leaders in non-fiction only two, SESAME and ROYAL ROAD TO ROMANCE, make more appeal to girls than to boys. The ten leading non-fiction (the term is loosely applied) books are

WINGS
WE
SESAME
THROUGH COLLEGE ON NOTHING A YEAR
VICAR OF WAKEFIELD
ROYAL ROAD TO ROMANCE
CONCILIATION—Burke
UP FROM SLAVERY
AMERICANIZATION OF BOK
SIR ROGER DE COVERLEY

Autobiography, biographies, books of travel, scientific books (A B C OF RELATIVITY, ART OF THINKING, Kant—CRITIQUE OF PURE REASON (2 boys); old and new books on Lincoln, Washington and Roosevelt—all make an appeal to boys.

POETRY

Almost twice as much poetry as modern fiction appears in the records. The endorsements are—

973 by Boys 1208 by Girls 2181 Total

The recommendations are mostly endorsements of poems or collections of poems found in the Course of Study for English. It would seem that only the exceptional students report John Brown's Body (11 Boys—7 Girls) or New Voices (8 Boys—10 Girls). "Classics," however, seem to have come through the classroom siege in good form for boys and girls alike. Narrative and lyric poetry seem to be equally popular and certain students report four or five titles of each. The most recommended poetry is:

Table VI

Most Popular Poetry Endorsements

	Boys	*Girls*	*Total*
Lady of the Lake	197	247	444
Ancient Mariner	126	117	243
Idylls of the King	90	147	237
Modern Poetry—Untermyer	96	119	215
Golden Treasury	68	76	144
Deserted Village	68	52	120
Minor Poems—Milton	38	69	107
Poems—Browning	48	58	106

WILLIAM SHAKESPEARE

Closely related to an enjoyment of poetry would be appreciation of Shakespeare. 27 dramas of the Bard appear in the 3479 Shakespearian endorsements made by the 1929 Pittsburgh high school graduates. 1735 endorsements by boys and 1744 by girls show that no favoritism exists. Tragedy takes first and second places and all four plays may have been studied in the classroom. These four most popular plays are:

TABLE VII

Most Enjoyed Shakespearian Plays

	Boys	*Girls*	*Total*
MACBETH	379	418	797
HAMLET	303	361	664
MERCHANT OF VENICE	273	283	556
JULIUS CAESAR	190	134	324

OTHER DRAMA

Next to fiction stands drama as a source of enjoyable reading according to the facts shown in this survey. More than 150 plays, exclusive of Shakespeare, appear in the list of dramas recommended. 2298 endorsements, divided 937—1361 between boys and girls, show that Pittsburgh young people have learned to read drama for themselves as a result of their rather extensive study of Shakespeare in English classes.

Twelve plays lead

She Stoops to Conquer
Abraham Lincoln—Drinkwater
Admirable Crichton
The Rivals
The Melting Pot
House of Rimmon
Disraeli
School for Scandal
Seventeen
Blue Bird
Quality Street
Strange Interlude

Except for the presence of Strange Interlude in the list one would conclude that "problem" plays, O'Neil, Ibsen, Galsworthy and Shaw were unknown to our 1929 Seniors. Detailed study of the list would show Arms and the Man, Anna-Christie, Coquette, Candida, Bought and Paid For, Justice, Marco Millions, Porgy, R. U. R., The Trial of Mary Dugan, Wild Duck, Doll's House, and Rain are all there though their admirers are few. If one adds together the endorsements of Shakespeare's plays and those of other plays a truer picture of the importance of drama is secured.

TABLE VIII

Summary for Drama

	By Boys	*By Girls*	*Total*
Shakespeare	1735	1744	3479
All other plays	937	1361	2298
Totals	2672	3105	5777

SUMMARY OF ALL BOOKS ENJOYED

All the facts summarized so far in this STUDY show quite definitely that the 1929 Seniors expressed their opinions very clearly. 78.8% of all their reading they enjoyed. Their enjoyment of reading included fiction (of which type they preferred standard to modern) non-fiction (and here autobiography, biography, travel, and science most interested boys while essays and lives of famous women made more appeal to girls) poetry and drama (their second choice). In fiction their favorite author is Dickens and in drama familiarity has taught them to place Shakespeare first in their affections. Boys and girls endorsed books about equally and the average is 16.3 books endorsed per person. All this is another way of saying 1929 Pittsburgh high school seniors liked to read, liked what they read and liked good books!

Will the survey show these Seniors to be equally discriminating in the books they did not enjoy? Let us see!

BOOKS NOT ENJOYED

These 1929 Pittsburgh high school seniors did not like 21.37% of the books they read. Many of the students stated on the questionnaires that they never *voluntarily* finished books they did not like hence it would seem that the 4.4 disliked books per person would be found among books required in the PITTSBURGH HIGH SCHOOL COURSE OF STUDY FOR ENGLISH or among books used for book reports. Check up of these two sources shows the truth of the supposition. The survey has shown the soundness of the judgment of these 1929 Seniors in their selection of books they *did* enjoy and it would seem only fair that their opinions on books they did *not* like should be given careful consideration. 5059 opinions by boys and 4802 by girls make an imposing total of 9861 condemnations. At the head of the list and far ahead of its closest competitor stands Burke—SPEECH ON CONCILIATION. 257 votes from boys and 346 from girls say in no uncertain terms that 603 condemnations are registered in writing against Burke. Later in the STUDY it will be shown that the very best students in the group and the dullest intellectually unite with the average pupils in also placing Burke at the head of the not-enjoyed list. Of course the purist may say no one would "enjoy" Burke! These Seniors were not purists—they were seizing an opportunity to say formally what any English

teacher has heard them say many times, they "hate" Burke. A study of the records, school by school, would suggest that two schools have practically eliminated Burke from their COURSE OF STUDY by choosing another book as the Course permits. It would seem that some such reason as this would explain why no Seniors from these two schools mention Burke in their list of titles enjoyed or not enjoyed—that is likely all that prevents the 603 votes from being much greater.

	Boys	*Girls*	*Total*
SESAME	180	200	380
HENRY ESMOND	160	138	298

have second and third place respectively. How much of the dislike for these two books is due to unsympathetic teaching and how much is due to a poor edition is a proper subject for future inquiry.

HALLECK—ENGLISH LITERATURE

135 boys and 95 girls give a total of 230 votes against Halleck. Recently one of the high school papers had an editorial on Halleck. Strictly speaking that editorial may not be part of this STUDY but the fact that it gives a student's statement of their point of view would seem to be reason enough to include it in this STUDY. The article reads:

Give the Dog A Bad Name and You Hang Him

As innocent freshmen we were told vague horrors concerning a certain book, Halleck. As sophisticated sophomores we knew that Halleck was connected with Milton and Milton with Halleck. As jolly juniors we began to dread our study of English Literature. Finally, as serious seniors, we met the worthy gentleman. Some of us did not like him, others became very much interested in his character; the majority considered him a necessary evil and succumbed to his demands. If a student should begin the study of English Literature, unknowing and unbiased, the benefits and the pleasure he would receive would be far greater. Halleck with his bad reputation is doomed to dislike. We have given the dog a bad name and we have hanged him.

It is only fair to state that the present Course of Study in English calls for a change from Halleck but the book recommended has never been accepted and substituted for the Halleck. And so pupils continue to dread the English course they should enjoy most. Fifth and sixth places among the groups of books not enjoyed are held by

	Boys	*Girls*	*Total*
Tale of Two Cities	111	100	211
and			
House of Seven Gables	115	92	207

Here is a peculiar situation, for these two books appear in first and fifteenth places respectively among the Outstanding Books of the survey. It is not the part of this STUDY to justify the choices of pupils but study of the questionnaire suggests two reasons for this seeming inconsistency:

1. Supplementary Reading Records in the schools where they are accurately kept, disclose that these two books appear frequently on the not-enjoyed side of the questionnaire when they are used as book reports and read without the help of the teacher. It is to be regretted that Book Report records are not uniformly kept and completed and filed, for some valuable information could be secured from them in a study of this type.

2. Inexperienced or unsympathetic teaching may account for some of the dislike of these two generally popular novels. Many condemnations from both boys and girls in certain schools would suggest that the dislike may come from unsuccessful method of presentation.

No other not-enjoyed books seem to stand out in the memories of the 1929 Seniors with such vehemence as the six just presented. English literature offers so much that may give pleasure and education at the same time that it would seem that books that do not justify themselves in the minds of pupils are of doubtful worth in any course of study.

SPECIAL PROBLEMS
(B)

SPECIAL PROBLEMS

A special study of the questionnaire was made to see if certain books were especially popular with pupils whose I. Qs would suggest that their mental ability would mark them as exceptional. In order to secure the opinion of the most brilliant pupils only those whose I. Qs were 140 or above were considered. Here as in the case of Book Report Records it was found that while the majority of schools had I. Qs for almost all Seniors there were several schools where records were rather incomplete. 96 students whose I. Qs were available had Intelligence Quotients between 140 and 165. Book records of these pupils were included in the general study of the likes and dislikes of all 1929 seniors. This special study deals with these 96 separately.

In this group of "exceptional youths" 53 boys gave 1044 endorsements and 43 girls made the total of 1937 endorsements by adding 893 titles. In first place we find Tale of Two Cities and Ivanhoe with 50% endorsement from the 96 students.

Silas Marner
Lady of the Lake
Macbeth
Hamlet

in the order named complete the list of most popular books. Detailed study of the books endorsed by these students is most interesting. GROWTH OF THE SOIL, REVOLT IN THE DESERT, AMENITIES OF A BOOK COLLECTOR, BOOK NOBODY KNOWS, HUNGER FIGHTERS, JOHN BROWN'S BODY, CRIME AND PUNISHMENT, MICROBE HUNTERS, MODERN TENDENCIES IN AMERICAN POETRY, KING'S HENCHMAN, THAT MAN HEINE, JOYCE KILMER POEMS ESSAYS AND LETTERS are among the books that suggest independent thinking.

Biography is very popular with these students. In addition to many different books on Lincoln, Roosevelt and Washington are found lives of Napoleon, Grant, Pupin, Bok, Edison, Carnegie, Foch and Jefferson. Among modern writers Galsworthy, Morley and Deeping lead both in number of books endorsed and in number of readers. Rather curiously five girls endorse STRANGE INTERLUDE and THE ISLAND WITHIN. Two girls liked MAMBA'S DAUGHTERS and one endorsed THE GENIUS. One boy each endorsed ELMER GANTRY, SONS AND LOVERS, BOSTON, MAMBA'S DAUGHTERS, THE GENIUS and THE AMERICAN TRAGEDY while two boys recommended OIL.

Aside from these few titles the list is wholesome, intelligent, and represents all types of literature. If our most brilliant students are "bookworms" they choose the books they

should know. One girl added the notation, "I have read voluntarily 117 books since I entered Senior high school." Another said "I try to read one outside book a week, one week I read fiction and the next non-fiction."

In comparison with this excellent report what say the 33 boys and 15 girls whose I. Qs are between 34 and 85? They too enjoy reading for the 48 of them recommend 644 books—the boys select 430 and the girls 214 that they have liked. For first place 18 pupils (13 boys - 5 girls) recommend Tale of Two Cities, agreeing with most of the other 1929 graduates that it is the best all-around book they know of. Next in order are

Hamlet
Ivanhoe
Macbeth
Silas Marner

The only difference in most popular books between the best students and the dullest is The Lady of the Lake!

A detailed study of the list made up from the choices of the pupils with low I.Qs shows pupils recommended Darwin's Origin of Species, Education for Efficiency, Studies in Seven Arts, Old Testament Stories, Ghambi, Heroes of Today, Master of the Inn, Don Quixote, Porgy, and Queen Elizabeth in addition to many books

standard for high school enjoyment. Biography again commands much attention. Lives of Henry Ford, Andrew Jackson, Buffalo Bill, Daniel Boone and Edison appear in the list in addition to accounts of Lincoln, Washington and Roosevelt. Of less desirable books one girl each votes for ELMER GANTRY, STRANGE INTERLUDE and BAD GIRL while one boy also recommends BAD GIRL.

BOOKS NOT ENJOYED

In order to really appreciate how unusual this agreement is, consider next the books not enjoyed by high and low I.Q. students. The brilliant students condemn 519 titles (320 boys - 199 girls) and their less fortunate classmates disapproved of 197 books, the boys listing 137 and the girls 60 books. First and second place are taken by the same two books in both lists.

SPEECH ON CONCILIATION—Burke
SESAME

Remember too that these are the same two books that take first and second place among the books disliked by 2236 pupils who filled out the questionnaire! Collusion? Of course not! 826 of the 2236 Seniors filled out the questionnaire the last week they were in the eleven high schools during January. Their papers were delivered to the Frick Commission offices. The papers

were then checked and recorded and the results turned over to the Commission Secretary before the papers were sent to the high schools in June for another group of 1410 pupils to complete. These June Seniors had no way of knowing anything of the first questionnaire and its results. It would seem that in the minds of many boys and girls who graduated from our Pittsburgh high schools in 1929 there was strong dislike for a few of the books that many of them were required to study and that this dislike was shared by the brightest and the dullest pupils of the class—that is all that the STUDY shows in regard to these two books.

Just as there seems to be no connection between reading and I. Q. ability—that is, *reading enjoyment seems to be emotional rather than intellectual*—just so there would seem to be no real separation into "boys' " books and "girls' " books. No book that is read by at least 50 of the 2236 pupils is read just by girls or just by boys. Some of the books commonly considered "boys' " books are read as follows:

	Boys	*Girls*
TREASURE ISLAND	259	110
JULIUS CAESAR	190	134
LES MISERABLES	120	136
WINGS	109	109
IVANHOE	390	311
THREE MUSKETEERS	145	50

We	148	55
Count of Monte Cristo	92	70
Last of the Mohicans	124	35
Call of the Wild	99	38
Kidnapped	82	27

So-called "girls' " books all find readers among the boys:

Jane Eyre	16	223
Pride and Prejudice	51	227
Ramona	30	204
Lorna Doone	62	125
Little Minister	26	132
Mill on the Floss	27	107

Undoubtedly there are some books that girls enjoy more than most boys do and vice versa but this survey does not show among books that are at all popular any definite sex distinction. Among the 1929 Seniors who filled out the questionnaire sex and intelligence seem to be secondary to the emotional interest in books.

SOURCES
(C)

SOURCES

All the facts presented in the first two points discussed in this paper show that Pittsburgh high school seniors do enjoy reading and that 98% of that reading is of fine quality. It is difficult to say how many of the books found in this STUDY and also found in the COURSE OF STUDY IN ENGLISH were studied in the classroom. The COURSE OF STUDY permits choice in the selection of almost all books to be studied. To give just two examples: TALE OF TWO CITIES, VICAR OF WAKEFIELD and THE CRISIS are in one group and only one may be studied in the Tenth year Literature semester. In the eleventh year SILAS MARNER, HOUSE OF SEVEN GABLES and DAVID COPPERFIELD are in the same group. Five of these six books appear in the twenty-five Outstanding Books! This same parallel listing appears throughout the three literature semesters of the Senior High School English Course. It means for one thing that pupils are enjoying most of the books that are found in the COURSE OF STUDY and it also means that most of these books are being effectively taught.

Over 90% of the books listed in this STUDY are books that may be found in the *Supplementary Reading List* for the Pittsburgh high

schools. This implies that the teachers of English and the School libraries (where some Supplementary books are found) in cooperation are actually moulding the reading tastes of Pittsburgh high school pupils. Surely no more powerful argument could be found for greatly increased appropriations for school libraries! There should be enough copies of the books most pupils will enjoy to insure that all pupils may have a chance to read and re-read these books. Up to June 1929 the teachers of English and the school libraries have been able to win in competition with the new social forces that are disturbing home life today. Pittsburgh high school pupils have found that the school and school libraries offer good literature which they can read and enjoy. Whether this fine condition shall continue may be determined primarily by the ability of school libraries to offer plenty of wholesome, educational literature in attractive editions to the rapidly increasing student body which patronizes libraries in all city high schools. If as demand increases pupils discover that school libraries have only reference books and a few good books that are always "out" these pupils who now depend on school libraries will have to look elsewhere—and private circulating libraries will soon undermine the foundations so substantially built.

Some books objectionable for high school pupils appear in this survey among the books

enjoyed. It has seemed advisable to check the names of these books and the schools from which the recommendations come. Of course some young people have always read some objectionable books. But when such books make their appearance as reading openly commended then the free discussion of sex and moral relations that has characterized much of our post-war literature needs the aggressive attention of educators. The appearance, however, of these books in this survey is another proof of the general honesty with which the Seniors compiled their list of titles.

In selecting the books from the STUDY which seemed most objectionable, those that were not true to life because they presented an abnormal or distorted picture of love or sex and those which pictured only the baser side of human relationships were included. It is not the occasional evil in a book that makes it objectionable so much as the overwrought interest, the excitement that makes everyday living uninteresting and the minute picture of abnormal relations. All these work together to pervert taste and to decrease idealism.

For several reasons it has seemed best to substitute numbers for the actual titles of the objectionable books found in Table IX.

TABLE IX

OBJECTIONABLE BOOKS FOUND IN THE SURVEY

Book	*School*	*Boys*	*School*	*Girls*
1.	VIII	1	II	1
	IX	3	III	2
	XI	3	IV	1
			VIII	4
			X	1
			XI	1
2.	VIII	1		
	IX	1		
3.	V	1	IV	2
	VI	2	VII	2
	VIII	5	VIII	2
	IX	1	IX	2
	X	1	X	4
4.	I	1	VII	1
	V	2	VIII	2
	VIII	1		
	XI	1		
5.	VIII	1	IX	2
	IX	2		
	XI	1		
6.	VIII	1		
7.	VIII	1	IV	1
	IX	1	V	3
			VIII	1

Book	*School*	*Boys*	*School*	*Girls*
8.	IV	1	IV	1
	V	1	VIII	6
	VI	3		
	VIII	8		
	IX	1		
	XI	1		
9.	VIII	1	V	2
	IX	1	VII	1
			VIII	2
10.			III	1
			XI	3
11.	VIII	1	III	1
			IV	2
			VIII	3
			X	2
12.			VIII	1
			X	1
13.	VII	1	III	1
	VIII	1	VII	1
	XI	4	VIII	1
			XI	1
14.			IX	2
15.	VIII	1	VIII	2
	IX	1	IX	1
16.	I	1	VIII	16
	VIII	6	IX	3
	IX	1	X	1
	XI	1	XI	2
17.	VI	1	VIII	1
	VIII	3		

Book	*School*	*Boys*	*School*	*Girls*
18.	VII	1		
19.	VI	1	VII	1
	VIII	4	VIII	2
	IX	1	IX	1
			X	1
20.	VIII	3	IV	1
	IX	1	V	1
			VIII	2
			IX	1
21.	V	2	I	1
	VII	1	IV	1
	VIII	2	V	1
	IX	1	VII	1
	XI	3	VIII	2
22.	X	2	V	1
			IX	1
23.	VIII	1	V	2
	IX	1	VIII	4
	X	2	IX	2
			X	2
24.			IX	1
25.	IX	1		
26.	IV	1	I	2
	VIII	1	VII	1
	IX	2	VIII	1
	X	2	XI	1
	XI	2		
27.	V	1	IX	1

Book	*School*	*Boys*	*School*	*Girls*
28.	VII	1	III	1
	VIII	7	IV	1
	IX	4	VIII	5
	X	1	IX	4
			X	1
			XI	1
29.	VIII	1		
30.	VI	1		
31.	VIII	1		
	IX	1		

Several schools where home supervision of reading might be more lax, where book club books may be found and where magazines which advertise all types of books may abound, are the worst offenders. 31 books appear in this list and schools VIII and IX each have readers who endorse 23 of the books; school X recommends 12 different books and school IV 9 of them; schools V, VII and XI have pupils who enjoyed 10 books; schools III and VI, 5 books each; school I recommends 4 books (the least objectionable of the books in the whole list of Table IX) and school II has one pupil who enjoyed one of the books. Of course this is happily a very small group of all the books enjoyed—261 endorsements for 31 books. There are several other books listed that would seem to be undesirable but these 31 books seem more definitely to sponsor discussions which will not benefit any high school pupil in his process of character building.

PUPIL REACTIONS
(D)

PUPIL REACTIONS

Always Courses of Study in English will be made by adults who have to consider many things where "classics" are selected for class study. Just what reactions would come from pupils who were permitted to express their feelings as to these selections was one of the interesting possibilities of the survey. Pittsburgh Seniors endorsed most of the books that appear on their lists and also are found in the Course of Study. Due to the freedom of choice discussed earlier in this STUDY it is impossible to say positively that any definite books were read by every pupil. But certainly the person who studies the lists given in the discussion of books pupils said they liked and those they said they did not like will agree that the present Pittsburgh COURSE OF STUDY IN ENGLISH is giving to most pupils books that they enjoy while they study them.

Part of the success will be due to the selections themselves for they survive all teaching, and part of it will be due to the teaching. Teacher influence will always be an important factor in the attitude of pupils toward any book studied. This survey shows some enlightening examples of teacher influence. One of the most enjoyed books on the list of Outstanding Books is HAM-

LET. Almost seven hundred pupils recommended it, yet in one school from which several thousand endorsements of all books came, only seven people recommended HAMLET, three at Mid-year and four in June! Investigation disclosed that *one* of the generally successful teachers had taught HAMLET to all 1929 graduates. In another school at Mid-year a large proportion of the boys expressed themselves as liking MODERN ENGLISH AND AMERICAN POETRY. In June no boys of that school approved MODERN POETRY. Investigation revealed that a change in teacher assignment had taken from these Seniors a teacher who was admittedly an enthusiast about contemporary verse. If pupil reaction means anything to teachers of English, a private perusal of the details of this survey as it summarizes the opinions of every boy and girl in each school would be a most stimulating experience and many a teacher who wearily wonders what she has accomplished would feel happier in her work.

Student reaction to the books selected for supplementary reading has been much harder to secure. The uniform method of recording Book Reports outlined in the new COURSE OF STUDY IN ENGLISH has not yet got into complete operation in all the city high schools although most of the schools have some method of checking supplementary book reports. In the Table X which follows, only the books common to the answers

on the questionnaire and the Book Report Records are counted. There are many books read as supplementary which do not appear in this survey because the pupils who read the books did not place them among the books they enjoyed or did not enjoy. In regard to many books they read for book reports, the 1929 Seniors were neutral or else they forgot they had read the books.

TABLE X
SUPPLEMENTARY BOOKS LISTED IN THE QUESTIONNAIRE

School	*Books Enjoyed*		*Books Not Enjoyed*	*Books reported in Questionnaire*
I	274		7	1211
II		(No. records)		2096
III	228	(Incomplete)	28	2847
IV	931	(Commercial English records not given)	244	4757
V	142	(Incomplete)	39	2394
VI	866		282	3619
VII	459		99	3228
VIII	1429	(Mid-year record incomplete)	306	12282
IX	946	(Very incomplete)	378	7057
X	144	(Very incomplete)	35	4388
XI	596		130	2429

Schools I, VI, VII, XI had complete records.

It would seem from a study of the schools whose records are fairly complete that not one-third of the books listed in the STUDY are supplementary books. Making allowance for all books that appear in the questionnaire which pupils *may* have studied it is possible to conclude that about half of the books on the survey lists are books which were read voluntarily. Then about 23,164 books were read entirely for enjoyment—an average of about ten books for each student.

RESULTS
(E)

RESULTS

The survey was not made to prove any theory or to set up any results as irrefutable. The questionnaire was sent out to find out if possible what books young people of Pittsburgh who had just completed twelve years of public school education were willing to say they had enjoyed and what books they were ready to place themselves on record as not enjoying. 46328 titles seem to give enough data for fairly accurate conclusions. Among these results six seem fairly conclusive:

1. An excellent standard of taste is revealed. The six books leading the general divisions into which this survey was divided are all of them excellent choices:

Fiction—Tale of Two Cities
Modern Fiction—Bridge of San Luis Rey
Non-fiction—Wings
Poetry—Lady of the Lake
Shakespeare—Macbeth
Other Drama—She Stoops to Conquer

The fact that over 90% of all the books enjoyed might be found in any school library is general

proof of the splendid standard of books the 1929 Seniors from the Pittsburgh high schools enjoy. In the appendix to this STUDY is found the complete list of the Outstanding and the most generally popular of all books suggested in the questionnaire. All the books in both lists received fifty or more endorsements from pupils in at least seven of the eleven high schools concerned in the STUDY. Not a change or omission has been necessary. Without any change whatever the list would be a satisfactory one to give to every senior high school student with the statement that the list contains 119 books which at least 50 Pittsburgh high school graduates enjoyed and could recommend to other high school students.

2. The survey shows that the 1929 Seniors enjoyed fiction most of all but that they had the capacity for enjoying other literature too. Total endorsements of all literature, except fiction, used in this survey are:

Non-fiction—4211
Poetry—2181
Shakespeare—3479
Other drama—2298

These four forms of literature receive 12,169 endorsements out of a possible 36,467. This means that about one-third of the literature these Seniors enjoyed was not fiction.

3. A surprising result of the survey was the unanimity of the brilliant, average and dull pupils as to the books they enjoyed most and as to those they liked least. This result is even more amazing when one realizes that of the 2236 pupils, 826 completed the questionnaire in January in eleven different high schools and then graduated. The other 1410 pupils filled out questionnaires 4½ months later and again the brilliant, average and dull pupils all came to exactly the same conclusions as did the January graduates. Without shadow of doubt TALE OF TWO CITIES is the most popular book with the Pittsburgh 1929 graduates and just as definitely Burke—SPEECH ON CONCILIATION and SESAME are the most disliked books these Seniors read.

4. Aid in increasing the number of standard fiction books and books of biography in high school libraries should be one of the first practical results of the STUDY. PUPILS WILL READ GOOD LITERATURE IF THE SUPPLY IS ADEQUATE. A special study of the Tenth and Eleventh Grades of Schools I and X made at the time this Twelfth Year survey was made showed that pupils in School I read better books than pupils in School X although one might have expected the reverse. A closer check-up showed that pupils in School I were largely dependent upon the new high school library for the books they were to read. School I pupils read far fewer

books (the library is quite limited) than the pupils in School X. *Many* pupils in School X of high mental ability were reading great numbers of the most trifling books—in the Twelfth Year survey School X stood third among schools where objectionable books were enjoyed. Pittsburgh will lose a golden opportunity if high school libraries are not promptly and bountifully equipped with the best books of fiction and biography. Pupils should be encouraged to use books from school libraries where alert librarians, English teachers and an excellent committee on Supplementary Reading Books co-operate to encourage the reading of good literature.

5. When books endorsed by pupils are worth reading these lists should be placed in the hands of pupils for them to own. Pupils will read books recommended by other pupils more quickly than they would read the same books if an adult made the recommendation. Seniors who are leaving high school could be given well selected lists especially prepared to encourage them to continue to read the kind of literature the schools have taught them to enjoy.

6. Among the most important results of the Study should be its practical possibilities for continued investigation. Similar studies might be most helpful in securing information about:

a *Junior High School Pupils Reading Tastes.* Teachers and school librarians have great difficulty in guiding the reading interests of these pupils. Definite lists compiled from the selections made by 9A pupils might do much to help bring order out of confusion.

b *The Negro*—A study of the reading interests of Negroes is greatly needed for the general field of literature does not seem to appeal to them.

c Repetition of this STUDY. Winetka, Illinois found there when their *Graded Book List* was made that repetition brought about 75% of the first results. What would a second survey here show as a check upon this STUDY?

d *Foreign Born Children*—A survey of their reading interests might be especially helpful in the upper grades and Junior high school.

e *The Platoon School and Reading*—A comparison of the results in Platoon and non-Platoon schools.

This field of investigation is almost unexplored. Its possibilities seem unlimited if its results warrant the further development of the principle it implies—that the opinion of Youth is important!

APPENDIX

COMPLETE RECORD OF SUMMARIES

TWENTY-FIVE OUTSTANDING BOOKS OF THE STUDY

1.	Tale of Two Cities	911 votes
2.	Macbeth	797 "
3.	Silas Marner	796 "
4.	Ivanhoe	701 "
5.	Hamlet	664 "
6.	Merchant of Venice	556 "
7.	Henry Esmond	499 "
8.	Lady of the Lake	444 "
9.	Ben Hur	373 "
10.	Treasure Island	369 "
11.	David Copperfield	367 "
12.	The Crisis	352 "
13.	Oliver Twist	343 "
14.	Julius Caesar	324 "
15.	House of Seven Gables	315 "
16.	The Virginian	308 "
17.	Pride and Prejudice	278 "
18.	Les Miserables	256 "
19.	Jane Eyre	239 "
20.	Ramona	234 "
21.	She Stoops to Conquer	230 "
22.	Wings	218 "
23.	Bridge of San Luis Rey	213 "
24.	We	203 "
25.	Three Musketeers	195 "

OTHER POPULAR BOOKS

At least fifty students from seven of the eleven Pittsburgh Senior High Schools recommend these 94 Books.

Abraham Lincoln—Drinkwater
Admirable Crichton
As You Like It
Ancient Mariner
Adam Bede
Americanization of Bok
Allan Quartermaine
Beau Geste
Black Rock
Black Tulip
Speech on Conciliation—Burke
Black Arrow
Call of the Wild
The Crossing
Count of Monte Cristo
The Carolinian
Canterbury Tales (in Prose)
Creative Chemistry
Canary Murder Case
Captains Courageous
The Cloister and the Hearth
Deserted Village

Dracula
Deerslayer
Dr. Jekyll and Mr. Hyde
Don Quixote
Golden Treasury
Greene Murder Case
Glorious Adventure
Haunted Bookshop
House of Rimmon
Honorable Peter Sterling
Huckleberry Finn
Hoosier Schoolmaster
How to Live on Twenty-four Hours a Day
Hugh Wynne
Idylls of the King
Kidnapped
Kim
Kenilworth
Story of My Life—Keller
King Solomon's Mines
King Lear
Last of the Mohicans
Little Minister
Life of Lincoln—Tarbell
Lord Jim
Last Days of Pompeii

Lorna Doone

Little Women

Modern Poetry—Untermyer

Magnificent Ambersons

Midsummer Night's Dream

Melting Pot

Mill on the Floss

Marble Faun

Minor Poems—Milton

The Mutineers

Old Curiosity Shop

Oregon Trail

Old Man Dare's Talks

Paradise Lost

Parnassus on Wheels

Pilgrim's Progress

Perfect Tribute

Promised Land

Quentin Durward

Quality Street

Ramola

Rise of Silas Lapham

Romeo and Juliet

Royal Road to Romance

Richard Carvel

The Rivals

Ransom's Folly

Sorrel and Son

Sir Roger de Coverley

The Spy

Sense and Sensibility

Scarlet Letter

Sherlock Holmes (Adventures)

Seventeen

Short Stories—Brunner

Sesame

Through College on Nothing a Year

Taming of the Shrew

The Tempest

Tom Sawyer

The Talisman

Twenty Thousand Leagues Under the Sea

To Have and to Hold

Up from Slavery

Vicar of Wakefield

The Virginian

Vanity Fair

SUMMARY OF MOST POPULAR BOOKS

(At least 50 pupils from 7 of the 11 high schools approved these books)

	Boys	*Girls*	*Total*
Total Endorsements	5947	5808	11755
Magnificient Ambersons	74	103	177
Abraham Lincoln—Drinkwater	89	77	166
Count of Monte Cristo	92	70	162
Last of the Mohicans	124	35	159
Little Minister	26	132	158
The Talisman	105	44	149
Call of the Wild	99	38	137
Mill on the Floss	27	107	134
Royal Road to Romance	60	70	130
Pilgrim's Progress	50	63	113
Kidnapped	82	27	109

SUMMARY OF MOST POPULAR NOVELS OF CHARLES DICKENS

	Boys	*Girls*	*Total*
Tale of Two Cities	432	483	911
David Copperfield	160	207	367
Oliver Twist	183	160	343
Old Curiosity Shop	22	52	74
Nicholas Nickleby	34	36	70

SUMMARY OF MODERN FICTION

	Boys	*Girls*	*Total*
Total Endorsements	497	768	1275
Bridge of San Luis Rey	76	137	213
Sorrel and Son	51	116	147
Dracula	27	29	56
Greene Murder Case	34	19	53
Show Boat	16	32	48
Red Rust	13	16	29
Death Comes for the Archbishop	8	21	29

SUMMARY OF MODERN FICTION

Schools	*Boys*	*Girls*	*Total*
I	24	15	39
II	15	35	50
III	32	46	78
IV	30	82	112
V	23	48	71
VI	28	18	46
VII	16	47	63
VIII	168	176	344
IX	87	125	212
X	33	117	150
XI	38	43	81
Totals	494	752	1246

LEADERS IN MODERN FICTION READING

Schools			
VIII	168	176	344
IX	87	125	212
X	33	117	150
IV	30	82	112

SUMMARY OF MOST POPULAR NON-FICTION

	Boys	*Girls*	*Total*
Total Endorsements	2412	1799	4211
Wings	109	109	218
We	148	55	203
Sesame	91	94	185
Through College on Nothing	102	52	154
Vicar of Wakefield	88	81	169
Royal Road to Romance	60	70	130
Conciliation—Burke	78	47	125
Up from Slavery	58	56	114
Americanization of Bok	61	51	112
Sir Roger de Coverley	56	54	110

OTHER FICTION

TOTAL ENDORSEMENTS

Boys	*Girls*	*Total*
2337	2459	4796

TOTAL ENDORSEMENTS

Books Recommended by 1 school only	294 Books
Books recommended by 1 Pupil only	2791 Books

SUMMARY OF MOST POPULAR POETRY

	Boys	*Girls*	*Total*
Total Endorsements	973	1208	2181
Lady of the Lake	197	247	444
Ancient Mariner	126	117	243
Idylls of the King	90	147	237
Modern Poetry	96	119	215
Golden Treasury	68	76	144
Deserted Village	68	52	120
Minor Poems—Milton	38	69	107
Poems—Browning	48	58	106

SUMMARY OF MOST POPULAR PLAYS OF WILLIAM SHAKESPEARE

	Boys	*Girls*	*Total*
Macbeth	379	418	797
Hamlet	303	361	664
Merchant of Venice	273	283	556
Julius Caesar	190	134	324

SUMMARY OF CHARLES DICKENS AND WILLIAM SHAKESPEARE

	Boys	*Girls*	*Total*
Dickens	916	1023	1939
Shakespeare	1735	1744	3479
Total	2651	2767	5418

SUMMARY OF DRAMA
(except Shakespeare)

	Boys	*Girls*	*Total*
Total Endorsements	937	1361	2298
She Stoops to Conquer	90	141	231
Abraham Lincoln—Drinkwater	89	77	166
Admirable Crichton	68	74	142
The Rivals	39	75	114
The Melting Pot	42	68	110
House of Rimmon	53	50	103
Disraeli	37	46	83
School for Scandal	28	40	68
Seventeen	14	48	62
Blue Bird	17	45	62
Quality Street	11	48	59
Strange Interlude	19	33	52

SUMMARY OF DRAMA

	Boys	*Girls*	*Total*
Shakespeare	1735	1744	3479
All other plays	937	1361	2298
Totals	2672	3105	5777

SUMMARY OF SPECIAL REPORTS

A

High I. Qs (140—165)

	Boys	*Girls*	*Total*
Number of Pupils	53	43	96
I. FAVORABLE ENDORSEMENTS	1044	893	1937
Tale of Two Cities	35	23	58
Ivanhoe	30	18	48
Silas Marner	14	15	29
Lady of the Lake	17	11	28
Macbeth	16	11	27
Hamlet	11	10	21
II. UNFAVORABLE	320	199	519
Speech on Conciliation—Burke	13	9	22
Sesame	8	8	16

B

Low I. Qs (34—85)

	Boys	*Girls*	*Total*
Number of Pupils	33	15	48
I. FAVORABLE ENDORSEMENTS	430	214	644
Tale of Two Cities	13	5	18
Hamlet	9	8	17
Ivanhoe	14	2	16
Macbeth	10	6	16
Silas Marner	7	8	15
II. UNFAVORABLE	137	60	197
Speech on Conciliation—Burke	2	5	7
Sesame	5	1	6

SUMMARY OF *BOOKS NOT ENJOYED*

TOTALS	5059	4802	9861
THE MOST UNPOPULAR BOOKS ARE:			
Speech on Conciliation—Burke	257	346	603
Sesame	180	200	380
Henry Esmond	160	138	298
English Literature—Halleck	135	95	230
Tale of Two Cities	111	100	211
House of Seven Gables	115	92	207

SUMMARY OF SUPPLEMENTRY BOOKS USED FOR BOOK REVIEWS

A—ENJOYED

School	
I	274
II	No record
III	228—Incomplete Records
IV	931—No Commercial Senior records
V	142—Very incomplete
VI	866
VII	459
VIII	1429—Mid-year records incomplete
IX	946—Very incomplete
X	144—Only 12th Year records
XI	596

B—NOT ENJOYED

School	
I	7
II	No records
III	28—Incomplete records
IV	244—No Commercial Senior records
V	39—Very incomplete
VI	282
VII	99
VIII	306—Mid-year records incomplete
IX	378—Very incomplete
X	35—Only 12th Year records
XI	130

SUMMARY OF STUDENTS WHOSE QUESTIONNAIRE RECORDS ARE USED

School	*Boys*	*Girls*	*Total*
I	36	24	60
II	49	54	103
III	82	91	173
IV	142	135	277
V	71	54	125
VI	93	78	171
VII	101	121	222
VIII	215	213	428
IX	186	149	335
X	85	103	188
XI	86	68	154
Total	1146	1090	2236

SUMMARY OF NUMBER OF BOOKS REPORTED ON *FAVORABLY*

School	*Boys*	*Girls*	*Total*
I	615	501	1116
II	695	1055	1750
III	1001	1154	2155
IV	1639	2007	3646
V	903	944	1847
VI	1416	1403	2819
VII	1165	1461	2626

VIII	5384	4267	9651
IX	2896	2432	5328
X	1208	2347	3555
XI	1197	777	1974
Total	18119	18348	36467

SUMMARY OF NUMBER OF BOOKS REPORTED ON *UNFAVORABLY*

School	*Boys*	*Girls*	*Total*
I	58	37	95
II	139	207	346
III	334	358	692
IV	567	544	1111
V	285	262	547
VI	453	347	800
VII	356	246	602
VIII	1275	1356	2631
IX	962	767	1729
X	346	487	833
XI	284	171	455
Total	5059	4802	9861

GRAND TOTALS

Favorable Report	18119	18348	36467
Unfavorable Report	5059	4802	9861
	23178	23150	46328

Z1003 .R57
What Pittsburgh high school seniors
Princeton Theological Seminary–Speer Library
1 1012 00028 7351